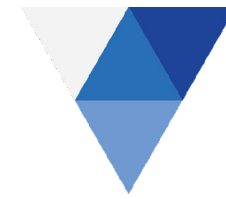


Analysis of Variance Reporting



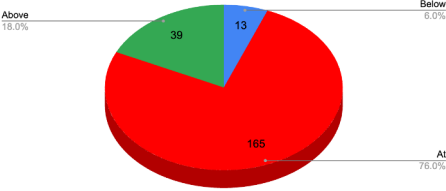
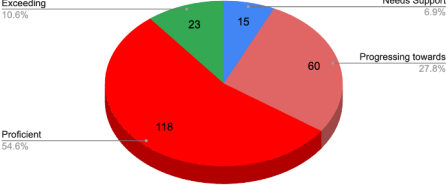
| | | | |
|---------------------|------------------|-----------------------|------|
| School Name: | Mt Carmel School | School Number: | 1382 |
|---------------------|------------------|-----------------------|------|

| | |
|-----------------------|---|
| Strategic Aim: | <p>Curriculum To provide a rich curriculum to ensure every learner reaches their full potential and succeed as children of God.</p> |
| Annual Aim: | <p>Increase student achievement in writing</p> <p>Targeted learning support interventions for students with additional needs in writing.</p> |
| Target: | <p>Increased student achievement (OTJ's) 2025 Yr 6 Writing - 2025 numbers 39 children</p> <p>2024 numbers - 36 children in the data Improve results from 2024 data - 82% (32 children) meeting or exceeding expected levels to 90% (35 children) at or above in writing to 90%</p> <p>2025 Year 5 Writing - 2025 numbers for children is 43</p> <p>44 children in 2024 data Improve results from 2024 data - 75% (33 children) meeting or exceeding expected levels to 90% (40 children)</p> <p>Year 4 Writing - 2025 numbers 37 children</p> <p>40 children in 2024 data Improve results from 2024 data - 87% (35 children) meeting or exceeding expected levels to 90% (36 children) - can't make it 37 due to number changes in 2025</p> |

Baseline Data:

| Writing | | | | | | | | | | |
|---------------------|----------------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|--------------------|-----------------------|--------------|
| | At Level NZC Level 4 | Early NZC Level 4 | At NZC Level 3 | Early NZC Level 3 | At NZC Level 2 | Early NZC Level 2 | At NZC Level 1 | Within NZC Level 1 | Beginning NZC Level 1 | Total Pupils |
| Y1 | | | | | | % (2) | 27% (8) | 47% (14) | 20% (6) | 30 |
| Y2 | | | | | | 13% (4) | 72% (23) | 16% (5) | | 32 |
| Y3 | | | | | 15% (6) | 73% (29) | 13% (5) | | | 40 |
| Y4 | | | 5% (2) | 32% (14) | 43% (19) | 18% (8) | 2% (1) | | | 44 |
| Y5 | | 6% (2) | 33% (12) | 50% (18) | 8% (3) | | 3% (1) | | | 36 |
| Y6 | 20% (7) | 23% (8) | 37% (13) | 11% (4) | 6% (2) | | 3% (1) | | | 35 |
| Total pupils | 3.2% 7 | 4.6% 10 | 12.4% 27 | 16.6% 36 | 13.8% 30 | 19.8% 43 | 18% 39 | 8.8% 19 | 2.8% 6 | 217 |

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|-----------|--|--|--|---------------|---------------------|------------|-----------|----|--|----------|--|--|----|--------|----------|----------|--|----|---------|--------|----------|--|----|--------|---------|----------|--|----|--------|----------|----------|----------|----|--------|----------|----------|--------|----|--|---------|----------|---------|---------------|---------|----------|-----------|----------|---|---|
| <p>Applied for funding for ESOL children and created 2 ESOL groups to support their learning of English. Included children who needed English support who did not qualify for funding</p> <p>SPELD tutor worked with some identified students</p> <p>Children identified as needing support from their end 2024 data, had their achievement reviewed regularly to monitor progress</p> <p>Small-group writing interventions took place with children who were identified by class teachers</p> <p>Scaffolded work provided by teachers for children identified at end of 2024</p> <p>Teachers working with families to support children with their writing</p> <p>Teachers liaising with outside support agencies to provide support for children in their writing</p> <p>Regular review and adapting of the</p> | <p>2025 data</p> <table border="1" data-bbox="674 616 1146 759"> <thead> <tr> <th></th> <th colspan="4">Writing</th> </tr> <tr> <th></th> <th>Needs Support</th> <th>Progressing towards</th> <th>Proficient</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td>Y0</td> <td></td> <td>100% (2)</td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td>9% (3)</td> <td>43% (15)</td> <td>49% (17)</td> <td></td> </tr> <tr> <td>Y2</td> <td>19% (5)</td> <td>7% (2)</td> <td>74% (20)</td> <td></td> </tr> <tr> <td>Y3</td> <td>6% (2)</td> <td>19% (6)</td> <td>75% (24)</td> <td></td> </tr> <tr> <td>Y4</td> <td>5% (2)</td> <td>26% (10)</td> <td>38% (15)</td> <td>31% (12)</td> </tr> <tr> <td>Y5</td> <td>7% (3)</td> <td>44% (19)</td> <td>42% (18)</td> <td>7% (3)</td> </tr> <tr> <td>Y6</td> <td></td> <td>16% (6)</td> <td>63% (24)</td> <td>21% (8)</td> </tr> <tr> <td>Totals</td> <td>6.9% 15</td> <td>27.8% 60</td> <td>54.6% 118</td> <td>10.6% 23</td> </tr> </tbody> </table> <p>84 % (32 / 37) children were Proficient or Exceeding at the end of 2025</p> <p>49% (21/43) children were Proficient or Exceeding at the end of 2025</p> <p>Year 4 Writing - 69% (27/39) children were Proficient or Exceeding at the end of 2025</p> <p>Whole school Data</p> | | Writing | | | | | Needs Support | Progressing towards | Proficient | Exceeding | Y0 | | 100% (2) | | | Y1 | 9% (3) | 43% (15) | 49% (17) | | Y2 | 19% (5) | 7% (2) | 74% (20) | | Y3 | 6% (2) | 19% (6) | 75% (24) | | Y4 | 5% (2) | 26% (10) | 38% (15) | 31% (12) | Y5 | 7% (3) | 44% (19) | 42% (18) | 7% (3) | Y6 | | 16% (6) | 63% (24) | 21% (8) | Totals | 6.9% 15 | 27.8% 60 | 54.6% 118 | 10.6% 23 | <p>The criteria in which children were assessed against has changed from levels to year level descriptors. Also the curriculum has changed and the content in each year group has also changed.</p> <p>Staff becoming familiar with the new English curriculum and the expected outcomes for the new curriculum</p> <p>Staff not having sufficient time to become familiar with all of the content of the new curriculum and progress descriptors. English curriculum changing in October</p> <p>Previous assessments that were used had levels and new reporting is against the year group content. Not sufficient documentation to bridge these two components.</p> <p>Teachers taking a cautious approach to placing children in the Proficient and Exceeding bands for reporting due to being</p> | <p>Create a Roadmap for implementation of new English Curriculum</p> <p>Contact Curriculum Advisors from the Ministry of Education for support with the implementation of the curriculum</p> <p>Staff to become familiar with Progress descriptors</p> <p>Staff to become familiar with assessment tools for English and begin to implement</p> <p>Monitor children who are Progressing Towards with the children that Need Support</p> <p>Continue to familiarise and understand the content of the new curriculum.</p> <p>Develop planning documents that reflect the new English curriculum to support the implementation of it.</p> |
| | Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Needs Support | Progressing towards | Proficient | Exceeding | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y0 | | 100% (2) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | 9% (3) | 43% (15) | 49% (17) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 19% (5) | 7% (2) | 74% (20) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 6% (2) | 19% (6) | 75% (24) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 5% (2) | 26% (10) | 38% (15) | 31% (12) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 7% (3) | 44% (19) | 42% (18) | 7% (3) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | | 16% (6) | 63% (24) | 21% (8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 6.9% 15 | 27.8% 60 | 54.6% 118 | 10.6% 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Learning assistant timetable to ensure support in class was where it is needed.</p> <p>Collaboration amongst teaching teams of how to support children in writing.</p> <p>Staff beginning to unpack the Common Practice Model for the new English curriculum.</p> <p>Staff unpack the new English curriculum. The staff then needed to review the newly released curriculum in October which had changes from the previous.</p> <p>Staff development began on how to assess children against new curriculums and use the new reporting wording.</p> <p>Junior staff embedding BSLA in programmes</p> | <p>Writing End of Year 2024</p>  <p>Writing End of Year 2025</p>  <p><i>Please note we can not have a direct comparison due to the change of curriculum, levels and outcomes. This is a best fit comparison.</i></p> | <p>unfamiliar with all of the content of the Writing curriculum.</p> <p>Teachers not having implemented the curriculum for a full year</p> | <p>Regularly review and adjust the Learning Assistants timetable to support children</p> <p>Collaborative work amongst teaching teams to plan engaging lessons for children</p> <p>Ensure timetabling of an hour a day for Reading and Writing</p> <p>Extend BSLA learning to Year 4 children</p> |
| <p>Planning for next year:</p> | | | |
| <p>Implementation of English and Maths curriculums - work with Curriculum advisors Develop staff knowledge on the Science of Learning</p> | | | |

Continue to develop staff knowledge on curriculum content
Continue to use Easttle and PATs as assessments for senior children
Familiarisation of new assessment tools for schools
Implementation of new assessment tools - Phonics Checks / SMART
Staff development on new Progress Descriptors for reporting to parents
Strengthened home-school partnership by reporting Next Steps for Learning and How to Help At Home to parents (new reports)